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Based on replies from 70 colleges on financial aid programs available for industrial arts students. Tabulated data concern types of financial aid programs offered, annual amount of money available, college levels at which programs function, sources of financial aid, and criteria for receiving financial aid.

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A STUDY OF FINANCIAL AID PROGRAMS AVAILABLE FOR USE BY COLLEGE STUDENTS IN INDUSTRIAL ARTS TEACHER PREPARATION PROGRAMS IN THE UNITED STATES

John A. Whitesel

A Summarized Report for The American Industrial Arts Association
April 24, 1959

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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Although since the early days of higher education the college or university has been intended for the intellectual leaders and not the masses, steadily year by year a larger proportion of high school graduates have been attending college. Our American philosophy of education has long recognized the necessity for the education of the citizenry if democracy is to survive and flourish.

This viewpoint has been greatly intensified in recent years with the coming of our industrial era. Our modern age of technology has brought about a need for more and better education. Even our military now has very little use for persons without a good education. With the launching of Sputnik and our seemingly second place rating in the military race with the Communists our whole education approach has been given a searching appraisal. We have come to realize as never before that far too much of our intellectual talent is being wasted for lack of education. Only a small percentage of our capable young people ever find their way to the University. While motivation plays a tremendous part, financial inability to meet the costs of higher education prevents many of our potential of intellectual leaders from pursuing higher education. They often accept hum drum, blind alley jobs instead. What a loss to our society!

For several years we have had a severe shortage of teachers including those in industrial arts. Furthermore, with the increasing need for more college graduates of industrial arts to fill the

vacancies in the schools of our nation we have come to realize the importance of making it less expensive for those of low financial status to get a college education. As an outcome of this situation the present National Defense Student Loan Program was passed by Congress and signed into law. The writer decided to explore the situation in the colleges of the Nation to determine what regular programs of financial aid are already in existence and available for students majoring in industrial arts teacher preparation work.

An inquiry on financial aid programs available for college students of industrial arts was sent to 92 college and university programs with which the writer was acquainted across the nation. Thirteen of these offered the doctorate degree. The other seventy-nine restricted their programs to the bachelors and masters degrees. Seventy replies were received at the time of the tabulation of the findings. These seventy replies are the basis of this report. Twelve of these programs were from the doctorate group. The remaining fifty-eight were those restricting their programs to granting the baccalaureate and masters degrees.

It was decided to secure information about the types of financial aid programs presently at the institutions, the amount of money available annually for industrial arts students, the college level at which the programs function, the sources of the financial aid, and criteria for use in making the awards.

The types of financial aid programs most generally found in our colleges and universities are scholarships, fellowships, grants in aid, loans, and student work. Of these the program most often found was student work. Sixty-five of the seventy programs studied had some form of work program. Next in frequency was student loans. Sixty-four

replies claimed to have such programs. Fifty-eight schools offered scholarships. Thirty-three offered fellowships and only nineteen had grant in aid programs (a program for emergency and needy cases). The twelve doctorate programs studied had all of these types of financial aid programs except grant in aid. Only five had this. Nineteen of the seventy programs studied reported assistantships either graduate or undergraduate. In most cases this latter program was combined with fellowships or with student work.

TABLE I

COLLEGE STUDENT FINANCIAL AID PROGRAMS IN EXISTENCE

	B.S. and M.S. Programs	Doctorate Programs	Total
Scholarships	46	12	58
Fellowships	21	12	33
Grants in Aid	14	5	19
Loans	52	12	64
Student Work	53	12	65
Assistantships (Both Graduate and Undergraduate)	7	12	19

AMOUNT OF FINANCIAL AID AVAILABLE ANNUALLY
FOR USE OF INDUSTRIAL ARTS STUDENTS

It was apparantly an easy matter to state whether or not one's institution had a particular type of program; but only about half were able to reply regarding the amount of financial aid available. Also, some were confused as to whether to report the financial aid for the entire school or only for the industrial arts department. The type of program with the most money available was student work. Thirteen programs reported over twenty-five hundred dollars annually

for this purpose. Seventeen reported over one thousand, three from five hundred to one thousand, and six had less than five hundred dollars for annual use. The other thirty-one gave no reply.

The type of program with the second largest amount of money available annually was loan fu[illegible]. However, only fourteen reported over twenty-five hundred dollars available annually for industrial arts students and eleven reported no amount for loan purposes. While fifty-eight replied that they granted scholarships very little money appeared to be available for this purpose. Nine reported over twenty-five hundred dollars available, four above five hundred; and twenty-four below five hundred. Seven replies listed funds for fellowships amounting to over twenty-five hundred dollars, seventeen had over one thousand dollars and three less than one thousand.

While the figures given in this part of the study were not too dependable they did indicate the extremely small amount of money available for financial aid to students. The majority of scholarships were a small amount given once as an award rather than something to help students. The philosophy in general for loan programs seemed to be to help someone over a temporary tough spot. The work programs were intended mostly for the purpose of getting work done in the department and not so much as aid to students.

TABLE II

AMOUNT OF FINANCIAL AID AVAILABLE ANNUALLY
FOR USE OF INDUSTRIAL ARTS STUDENTS

	0 - 500	500 - 1,000	1,000 - 2,500	Over 2,500
Scholarships	24	3	1	9
Fellowships	1	2	17	7
Grants in Aid	2	1		1
Loan Funds	11	3	2	14
Student Work	6	3	17	13
Others	2		2	4

SOURCES OF FINANCIAL AID

Since most of the programs studied were in state institutions it could be expected that the largest source of financial aid reported was the state. However, seven reported their source as local or district. Others indicated industrial arts associations, private organizations, and individuals as sources. Twelve reported industrial scholarships and four reported an industrial work program. One college has a very extensive program with industry in which all students may work a large number of hours per week. Many students across the country are working part time for industry strictly on their own initiative.

COLLEGIATE LEVEL OF PROGRAMS THAT ARE IN OPERATION

The fellowship programs are in operation almost entirely on the graduate level. Only two programs claimed undergraduate fellowships. More scholarships are given to entering freshmen than any other level even though a considerable number are given at all levels.

The grant in aid, loans, and student work programs were found on all levels. However, more loans and work opportunities are made to upper-classmen than to beginning freshmen. Grant in aids were reported as being awarded equally at all levels.

TABLE III

COLLEGIATE LEVEL OF PROGRAMS IN OPERATION

	Entering Freshman	Upper-Classmen	Graduate Students
Scholarships	44	34	17
Fellowships		2	31
Grant in Aid	10	10	10
Loans	34	55	33
Student Work	52	57	26

SCHOLASTIC REQUIREMENTS FOR PARTICIPATION IN FINANCIAL AID PROGRAMS

The scholastic requirements for scholarships and fellowships as reported are about the same with the largest number demanding either a grade of B or a rating in the upper one fourth of the class. A grade of C or average in the class is the grade requirement of most programs for grants in aid, loans, and student work. Thirteen had no scholastic requirement for these last three types of financial aid programs.

TABLE IV

SCHOLASTIC REQUIREMENTS OF FINANCIAL AID PROGRAMS

	A or Upper 1/10	B or Upper 1/4	C or Average	Competitive Exam	No Scholastic Requirement
Scholarships	5	22	15	1	
Fellowships	3	19	2	1	
Grant in Aid			8		1
Loans	1		24		13
Student Work			24		13

CRITERIA RECOMMENDED FOR USE IN FINANCIAL AID PROGRAMS

All recommendations received for criteria to be used in financial aid programs have been summarized in the two following lists. A careful study showed that those for scholarships and fellowships could well be stated together in one list while the recommendations for grants in aid, loans, and student work could easily fall into a second list.

CRITERIA OR GUIDES FOR FINANCIAL AID AS SCHOLARSHIPS AND FELLOWSHIPS

A. Student's General Collegiate Status

1. The student should be enrolled in the department or area as a full time college or university student.

2. Scholarships may be awarded to students in any college class from incoming freshmen to Doctorate candidates.

3. Financial fellowships should be restricted to graduate students.

B. Student's Professional Abilities and Potentialities.

4. Scholastic records to date should be outstanding probably from 3 to 4 point in college, or upper fourth of the class in high school.

5. Mechanical ability demonstrated should be outstanding.

6. Ability to do research should be a prerequisite for graduate scholarships and fellowships.

7. Teaching ability should be required for graduate scholarships and fellowships.

8. General ability to get along and work with others is of prime importance.

C. Student's Interests and Needs.

9. A genuine interest in the profession should be a requirement for scholarships and fellowships.

10. The student should have expressed a personal interest in a scholarship or fellowship.

11. While personal and financial need should be given some consideration, worthy students should not be denied scholarships and fellowships on the grounds that their parents are able to support them.

D. Student's Personal Characteristics

12. Adequate drive to succeed should be a prerequisite.

13. Dependability to carry through on professional responsibilities is essential.

14. Strength in personality traits desirable in the teaching profession should be considered.

15. Good moral character and citizenship should be a prerequisite.

16. The necessary mental and physical health for the profession and the absence of major defects should be a prerequisite.

E. Student's Program

17. A scholarship or fellowship should presuppose no scholastic overload that prevents well rounded achievement on the part of the recipient without injury to his health.

18. Scholarships and fellowships should stress the importance of participation in extra class activities.

19. Outside work load should be restricted in accordance with the size of the financial aid of the scholarship or fellowship and the student's ability to succeed in school.

20. Student honors and recognitions should be given major consideration.

F. Departmental Considerations

21. Departmental needs should be considered in awarding assistantships and fellowships.

22. The student's adaptability to the departmental situation should be considered.

23. In case of an assistantship a student should have the approval of the staff with whom he is to work.

24. The departmental or institutional financial aid available finally will control the awarding of scholarships and fellowships.

CRITERIA OR GUIDES IN AWARDING FINANCIAL AID AS GRANTS IN AID, STUDENT LOANS AND STUDENT WORK

A. Student's General Collegiate Status

1. The student should be regularly enrolled in the department or area and be carrying at least one half load.

2. Grants in aid, loans, or student work should be available for students of any class from freshmen to doctoral candidates.

B. Student's Professional Abilities and Potentialities

3. Scholastic records to date should be C average or at least the grade required for graduation from college.

4. A student should have adequate machanical ability to do respectable work in his major and in the specific jobs he will be called upon to do.

5. A student should indicate potential ability to be a teacher of industrial arts.

6. He should possess ability to get along and work with others.

C. Student's Needs and Interests

7. A student's financial need should be of prime importance in grants in aid, loans and student work.

8. The student should have expressed a personal interest in a loan or in student work.

9. A student should be recommended by a staff member as a very needy and worthy case to receive a grant in aid.

10. A student should indicate a genuine interest in the profession.

D. Student's Personal Characteristics

11. Adequate drive to succeed should be a prerequisite.

12. Sufficient dependability to carry through on his responsibilities is essential.

13. Good moral character and citizenship are important.

14. The necessary mental and physical health to succeed in his major, along with the absence of major defects is essential.

E. Student's Program

15. A recipient or participant in any of these financial aid programs should not carry an overload to the extent he is unable to do satisfactory work without injury to his health.

16. Such financial aid programs should recognize the value of extra class activities.

17. The off campus work load should be restricted in accordance with the size of the campus load of scholastic and work responsibilities.

F. Departmental Considerations

18. Departmental needs should be of prime importance in awarding student work.

19. The student's adaptability to the departmental situation is of major importance in awarding student work.

20. The approval of the staff with whom the student is to work should be received.

21. The financial ability of the department or institution is the final determining factor.